

Doc. 300.2.1

Date: May 12, 2022

External Evaluation Report (Institutional)

- **Higher Education Institution:**
Limassol International University (LIU)
- **Locations:** Nicosia and Limassol
- **Institution Status:** New University, developed from an existing institution

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) visited the two premises of the prospective Limassol International University (currently CIIM), and had meetings with all relevant levels of staff.

As the new proposed University is being built on a number of existing programs, the EEC could envision the quality of the new institution based on some existing programs and some others which are in the process of accreditation.

The EEC agenda included the following meetings:

9:30 – 12:00

Meeting of Mr. Frangos Prokopas, Civil Engineer, CSTC (ETEK) with:

- Mr. Christos Theodorou, CIIM Architect
- Mr. Michalis Samoutis, Architect of rented CIIM premises

9:30 – 12:00

Meeting of Mrs. Ioustini Pilidi, Head of Career Office, University of Cyprus with the CIIM/LIU Student Welfare Office:

- Ms. Christia Georgiou, LIU Student Welfare Office
- Ms. Lena Jelic, CIIM Student Welfare Office

9:30 – 10:30

Meeting with the Heads of the Institution and the Head or/and members of the Internal Evaluation Committee.

Institutional Evaluation/ Presentation

The Institution's Feasibility Study

- Mr. Socrates Ellinas, Chairman of the Board of Directors of CIIM innovations Ltd and of the Board of Governors of CIIM
- Professor Theodore Panayotou, CIIM Director and Dean and LIU Rector-designate
- Dr. Takis Stylianides, member of the Internal Evaluation Committee specializing in quality assurance

10:30 – 12:00

Meeting with the Academic Heads of the University and its Schools and Departments

- Dr. Theodore Panayotou, Professor, Director and LIU Rector-designate
- Dr. Waldemar Pfoertsch, Professor, Dean-designate of LIU Business School
- Dr. Doron Sonsino, Professor, Dean-designate of LIU Law and Social Science School

- Dr. Theodosios Mourouzis, Associate Professor, Dean-designate of LIU Technology and Innovation School
- Dr. Paris Cleanthous, Associate Professor, Chairperson-designate of Business & Finance Department
- Dr. Vicky Katsioloudes, Assistant Professor, Chairperson-designate of Law and Social Science Department
- Dr. Stathis Hadjidemetriou, Assistant Professor, Chairperson-designate of Information Technologies Department

12:10 – 13:30

Meeting with Department Heads and Programme Coordinators. Short presentations of each department and each programme

- Dr. Waldemar Pfoertsch, Professor, Dean-designate of LIU Business School; Programme Coordinator of Doctorate in Business Administration (DBA)
- Dr. Doron Sonsino, Professor, Dean-designate of LIU Law and Social Science School; Programme Coordinator of PhD in Management (PhD)
- Dr. Theodosios Mourouzis, Associate Professor, Dean-designate of LIU Technology and Innovation School; Programme Coordinator of MSc Business Intelligence & Data Analytics (MSc BIDA)
- Dr. Paris Cleanthous, Associate Professor, Chairperson-designate of Business & Finance Department; Programme Coordinator of Master in Business Administration (MBA) and Master in Public Sector Management (MPSM)
- Dr. Vicky Katsioloudes, Assistant Professor, Chairperson-designate of Law and Social Science Department; Programme Coordinator of MSc Human Resource Management & Organizational Behaviour (MSc HRM&OB)
- Dr. Stathis Hadjidemetriou, Assistant Professor, Chairperson-designate of Information Technologies Department; Programme Coordinator of MSc Applied Information Technologies (MSc AIT)
- Dr. Andrey Afanasiev, Associate Professor, Programme Coordinator of MSc Financial Services (MSc FS) and MSc Financial Law & International Taxation (MSc FLIT)
- Dr. Olga Kandinskaia, Associate Professor, Programme Coordinator of MSc Green & Digital Management (MSc GDM)
- Dr. Ioannis Christodoulou, Associate Professor, & Dr. Areti Stylianou, Assistant Professor, Programme Coordinators of MSc Education, Leadership and Management in Greek (MSc ELM)
- Dr. Antonis Violaris, Assistant Professor, Programme Coordinator of MSc Shipping and Operations Management (MSc SOM) and Bachelor in Business Administration (BBA)
- Dr. Christodoulos Efstathiades, Assistant Professor, Programme Coordinator of BSc Computing and Business Technologies (BSc CBT)

- Dr. Snezana Eminidou, Assistant Professor, Programme Coordinator of BSc Economics (BSc Econ)

13:30 – 14:30

Working lunch of the EEC, with the CYQAA Officers

14:30 – 15:00

A meeting with members of the administrative staff.

- Ms. Ioanna Panayiotou, Executive Director
- Mr. Constantinos Petrides, CFO
- Ms. Lena Jelic, Head of Academic Affairs / Registrar
- Mr. Adamos Aspris, Director of Marketing and Recruitment
- Mr. Evros Iniotis, Admissions
- Mr. Alex Vrahimis, IT Manager
- Ms. Sofia Palazidou, HR & Facilities Officer
- Ms. Dia Kytta, Library & Information Services Administrator
- Ms. Christia Georgiou, Student Welfare Officer

15:00 – 16:00

A meeting with students and alumni or/and their representatives.

16:00 – 17:00

A meeting only with members of the teaching staff on each programme for all the years of study.

Self-presentation; Discussion of the CVs (i.e. academic qualifications, publications, research interests, research activity), on any other duties in the institution and teaching obligations in other programmes

- Dr. Doron Sonsino, Professor, **MSc FS, PhD**
- Dr. Waldemar Pfoertsch, Professor, **MBA, DBA**
- Dr. Theodore Panayotou, Professor, MBA, MSc, **PhD**
- Dr. Andreas Artemiou, Professor, **MSc BIDA**, MSc AIT, BSc CBT (online)
- Dr. Paris Cleanthous, Associate Professor, **MBA**, MPSM, **BSc Econ.**
- Dr. Olga Kandinskaia, Associate Professor, **MSc GDM**, MBA
- Dr. Ioannis Christodoulou, Associate Professor, **MSc ELM**
- Dr. Theodosios Mourouzis, Associate Professor, **MSc BIDA**, AIT, BSc CBT
- Dr. Andrey Afanasiev, Associate Professor, **MSc FS**, MSc FLIT, MBA

- Dr. Takis Stylianides, Associate Professor, **MSc HRM**
- Dr. Stathis Hadjidemetriou, Assistant Professor, **MSc AIT**, MSc BIDA, BSc CBT
- Dr. Vicky Katsioloudes, Assistant Professor, **MSc HRM**, MBA
- Dr. Diego Morales, Assistant Professor, **MPSM**, MSc HRM (online)
- Dr. Areti Stylianou, Assistant Professor, **MSc ELM**
- Dr. Antonis Violaris, Assistant Professor, **MSc SOM**, **BBA**
- Dr. Christodoulos Efstathiades, Assistant Professor, **MSc AIT**, MSc BIDA **BSc CBT**
- Dr. Luca Ferrarini, Associate Professor, **MSc BIDA**, **MSc AIT**, BSc CBT
- Dr. Yiannis Filippopoulos, Associate Professor, **MSc SOM**, MSc BIDA, MSc AIT
- Dr. Michalis Christofi, Assistant Professor, **MSc BIDA**, **MSc AIT**, BSc CBT
- Dr. Alexandros Psychogios, Visiting Professor, **MSc HRM** (online)
- Dr. Reza Kouhy, Visiting Professor, **MBA**, **MSc GDM** (online)
- Dr. Papalexandris Alexandros, Visiting Associate Professor, **MSc HRM**, MSc GDM (online)
- Dr. Antonia Lampaki, Visiting Assistant Professor, **MBA** (online)
- Dr. Andreas Papayiannis, Visiting Lecturer, **MSc BIDA**, **MSc AIT**
- Dr. Snezana Eminidou, Assistant Professor, **BSc Econ**, MB

17:10 – 17:50

On site visit to the premises of the Institution (i.e. library, computer labs, research facilities).

- Ms. Lena Jelic, Academic Affairs / Registrar
- Ms. Sofia Palazidou, HR & Facilities Officer
-

DAY 2: May 10th 2022 Meeting at the CIIM Limassol premises)

8:30 - 9:30 Travel from Nicosia Hotel to CIIM Limassol

9:30 – 10:00

A meeting with the Head of the Limassol campus and Limassol based faculty

- Mr. Antonis Furlas, Director of the Limassol Branch
- Ms. Evie Yialloury, Limassol Admin Office Manager and Graduate Course Administrator
- Dr. Theodosios Mourouzis, Associate Professor
- Dr. Andrey Afanasiev, Associate Professor

10:00 – 10:20

A meeting only with members of the administrative staff

- Ms. Evie Yialloury, Limassol Admin Office Manager and Graduate Course Administrator
- Mr. Andreas Angeli, Research Centre Manager
- Ms. Norma Avazyan, Admissions Officer
- Mr. Lampros Papageorgiou, Recruitment Officer
- Mr. Donis Leontiou, Executive Education Director

10:20 - 11:20

On site visit to the premises of the Institution (i.e. library, computer labs, research facilities).

- Ms. Evie Yialloury, Limassol Admin Office Manager and Graduate Course Administrator
- Virtual tour and presentation of the proposed new Limassol Campus
- Mr. Pavlos Philippou, Architect with J+A Philippou Architects and Engineers
- Mr. Andreas Siamtanis, Civil Engineer, Design Manager at Prime Property Group (construction company of new campus)
- Mr. Socrates Ellinas, Chairman of the Board of Directors of CIIM innovations Ltd and of the Board of Governors of CIIM
- Professor Theodore Panayotou, CIIM Director and Dean and LIU Rector-designate
- Ms. Ioanna Panayiotou, Executive Director

11:20 – 11:30

Coffee break

11:30 – 13:30

Travel and visit of the proposed Limassol International University Campus site in Palodia, Limassol

- Dr. Pavlos Philippou, Architect with J+A Philippou Architects and Engineers
- Mr. Andreas Siamtanis, Civil Engineer, Design Manager at Prime Property Group (construction company of new campus)
- Mr. Socrates Ellinas, Chairman of the Board of Directors of CIIM innovations Ltd and of the Board of Governors of CIIM
- Professor Theodore Panayotou, CIIM Director and Dean and LIU Rector-designate
- Ms. Ioanna Panayiotou, Executive Director

13:30 – 14:30

Working lunch of the EEC, with the CYQAA Officers.

B. External Evaluation Committee (EEC)

Name	Position	University
Prof.dr. A.J. Groen	Dean Entrepreneurship	University of Groningen
Prof.dr. W. Vanhaverbeke	Professor	University of Antwerpen
Prof.dr. B. Aarts	Vice-Dean	University College London
Mrs. Ioustini Pilidi	Head of Career Office	University of Cyprus
Mr. Frangos Prokopas	Civil Engineer	CSTC (ETEK)
Mr. Michail Michail	Student Computer Science	University of Cyprus

C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licences, choose Yes or No depending on the existence of the given documents.*
- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*
- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

1. Building facilities

1.1 Plans and licences

Choose Yes or No depending on the existence of the following documents.

1. Building facilities (NICOSIA)			
1.1 Plans and licences			Yes / No
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	Yes
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes
1.1.2	An operating licence issued by the Local Authorities		Yes
1.1.3	The following operating licence certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	Yes
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	Yes
	1.1.3.3	Inspection Certificate Form 104	Yes
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	Yes
	1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

1.1.2 Υπάρχει απόδειξη πληρωμής επαγγελματικής άδειας και άλλων φορολογιών στον οικείο Δήμο.

1.1.1.2 Ως χώρος αθλοπαιδιών υπάρχει συμφωνία με το Δήμο Αγλαντζιάς για χρήση των εγκαταστάσεων του. Οι θέσεις παρκαρίσματος θα πρέπει να οριοθετηθούν στους χώρους παρκαρίσματος.

1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities		
1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory
Justify the answers provided for the building facilities by specifying (if any) the deficiencies.		
Click to add text		

1. Building facilities

1.1 Plans and licences

Choose Yes or No depending on the existence of the following documents.

1. Building facilities (LIMASSOL)			
1.1 Plans and licences			Yes / No
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	Yes
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes
1.1.2	An operating licence issued by the Local Authorities		Yes
1.1.3	The following operating licence certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	Yes
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	Yes
	1.1.3.3	Inspection Certificate Form 104	Yes
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	Yes
	1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

1.1.2 Υπάρχει απόδειξη πληρωμής επαγγελματικής άδειας και άλλων φορολογιών στον οικείο Δήμο.
1.1.1.2 Ως χώρος αθλοπαιδιών υπάρχει συμφωνία με το Λανίτειο για χρήση των εγκαταστάσεων του.

1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities		
1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Poor
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Poor
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

1.2.6 Για την έκδοση της πολεοδομικής άδειας έχει ενοικιαστεί το όπισθεν εφαπτόμενο οικόπεδο για να χρησιμοποιείται ως χώρος στάθμευσης των φοιτητών. Σε αυτό υπάρχει πρόχειρο υποστατικό που καταλαμβάνει 6 θέσεις. Μου δηλώθηκε ότι υπάρχει συμφωνία για σύντομη απομάκρυνση του. Υπάρχει όρος στην πολεοδομική άδεια για εξαγορά 6 θέσεων.

Comment from the committee members: in the interest of the strategic importance of sustainability in the strategy of LIU we strongly urge the university to encourage the use of public or private mass transportation for example in (clean, reliable and regular) buses between Limassol and the new campus for students and staff. An additional option is to offer electric share cars or scooters. In the future there may be other options. This will discourage the use of private cars by faculty and students. We are aware that Cyprus law requires a certain minimum number of parking places, but LIU has an opportunity here to make a difference.

1.2.3 Σε τυχόν περιπτώσεις με πληρότητα όλων των αιθουσών ο χώρος των υπολογιστών (με έξι μόνο θέσεις) είναι μη ικανοποιητικός.

2. Student Welfare Services

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. Student Welfare Services		Satisfactory - Poor - Unsatisfactory
2.1	Special access for students with disabilities (PWD)	Satisfactory
2.2	Recreation areas	Poor
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Satisfactory
2.5	Counselling services	Satisfactory
2.6	Career office	Satisfactory
2.7	Service linking the institution with business	Satisfactory
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	Poor
2.10	Other services	Choose answer

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

2.1 The University provides support to students who have academic or personal difficulties or needs related to their academic obligations, through their academic advisors or the program directors (Student Handbook). However, in line with the expansion of the target groups of LIU to bachelor students, it is suggested that the University should reinforce the policies/procedures and welfare services/equipment provided to students with disabilities, learning difficulties, as well as psychological problems.

2.2 Limassol International University has a rental agreement with the Municipality of Aglantzia, which allows students to use the Municipality's futsal field two hours weekly (Tuesday and Thursday 9.00 – 10.00). For the Limassol Branch there is a rental agreement with the Pancyriot Council of Schools, which allows students and staff to use the Lanitio Stadium field on Tuesdays and Thursday from 7.30 – 9.30 and on Wednesday and Friday from 17.00 – 20.00. The LIU aims to increase the hours along with the increase in number of students. It is suggested to the University to expand the recreation areas or the recreation opportunities for the students targeting their needs (undergraduate, international students). The University should provide access to fitness facilities and other sports, restaurants/cafeterias and areas to accommodate the social and volunteering activities (e.g. clubs), in order to encourage the student life.

2.3 The University provides an annual Orientation Day where the students have the opportunity to meet the staff and the faculty and familiarise themselves with the services available and the platforms (Student Portal, Moodle, Library etc). Also, individual orientation is provided by the members of admin staff. Students are assigned a personal academic advisor (programme director), who offers support and guidance through their studies. The University will also encourage the formation of mentor groups, which will include other students, alumni, faculty, corporate and academic affiliates to share experiences and guidance. Tutoring is also available to the students both for their classes and their final project by the faculty members. The academic advisors have an open-door policy for the students and they use alternative ways of communicating with the students (social media, facebook groups, twitter, LinkedIn) that make consultation and advising easier and friendly. The faculty, except from the weekly office hours, are accessible via online tools (skype, teams, moodle) that makes the interaction more effective.

2.4 The University offers merit-based scholarships and provides financial support to students with socio-economic needs. The University is advised to consider also additional schemes of economic-social support for the students (e.g. part- time employment program at the University, Residents' Assistants Program, Social Fund, etc).

2.5 Current services are satisfactory however in line with the expansion of the target groups of LIU to bachelor student the counselling services provided to the students should be reinforced to provide comprehensive personal and psychological support for the students (e.g. Individual Counselling, group Interventions, personal development plan, guides for self-help, etc). Seminars and workshops for personal development (in collaboration with the Career Office) should also be offered by the Counselling Office. Especially the high increase of mental health issues in youth underlines the importance of comprehensive psychological support services for the students.

2.6 The Career Office provides a variety of career-related services, including job and internship opportunities, seminars and workshops in collaboration with the Human Resource Management Association Cyprus, consultation sessions, career portal etc.

2.7 There is a strong network with business and alumni professionals, which enables headhunting. An internship program (with ECTS) is in place and thesis/projects are implemented with companies. The University will increase the number of companies/organisations of collaboration along with the increase of the students.

2.8 Student exchange programs are implemented. The University uses the Erasmus Program for studies and placements, as well as international agreements with other Universities for exchanging students for studies or for summer schools.

2.9 There is a strong alumni association. Student clubs and other types of student participation (Student Union, societies etc) will be developed in order to provide opportunities for students to be organised and participate in social life.

3. Infrastructure

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

3. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	4
3.2	Computers available for use by the students	5
3.3	Technological support	4
3.4	Technical support	4

Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.

We didn't see state-of-art equipment for online and hybrid teaching, for example in the room we discussed only a fixed camera was in use. In the plans for the new building there is some provision for that, but the committee wonders if the budget for that is enough.

The library in Limassol is relatively small, especially for physical books, however the system of collaboration with libraries of the universities of Cyprus ensures access to sufficient resources physical and online.

D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- *The report may also address other issues which the EEC finds relevant.*

1. Institution's Academic Profile and Orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
1. Institution's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	4
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	5
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click to add text		

1.2 Connecting with society		1 - 5
1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Institution has an effective communication mechanism with its graduates.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Click to add text</p>		
1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	5
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	5
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	5
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	4
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	5
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to add text

Click to add text

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Based on reading of the documents we received, the interviews, presentations and discussion with the staff we conclude that the mission and strategic planning of LIU is well developed. The internal processes to come to this outcome are well developed and allow for input from relevant sides. Also the connection to society is strong especially in Cyprus through a strong network with industry and government. The influence of the owners and investors is positive and transparent.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- The mission is ambitious and compelling. The institution knows where it wants to land after the transition from a business school to a university. There is also a clear focus on sustainability and digitalization of the economy.
- There is a clear view on the need to attract new (international) faculty, including the ambition to recruit research oriented faculty.
- The development plan for the facilities in Limassol seem very ambitious and fitting to the strategy.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The strategic plan is as mentioned compelling but especially on the research elements needs further specification.

The network with (academic) society is very strong, however, also ad-hoc organised as far as we can see, we would advice to develop a advisory board where connection to strong academic relations can be made, and a representation of societal actors (including alumni) who are willing to advice the LIU on its strategy.

With regard to public communication and student recruitment, the current website is in need of some modernisation and expansion. For example, currently only a selection of faculty are featured, not the entire teaching team. The section on 'Why CIIM' could be much stronger: what does the CIIM experience add that students don't get elsewhere? Some alumni quotations (with pictures or short videos) would work well here.

Social media engagement could also be improved on Twitter.

Recruiting new students internationally will be challenging, as it is for most Higher Education establishments world-wide. While there is a solid marketing strategy in place and while there is no doubt that Cyprus is an attractive student destination for non-academic reasons (which faculty at CIIM pointed out, e.g. safety), the competition for attracting high-calibre students is fierce and volatile, especially at the present moment.

It should also be noted that international students, especially when they come from several different cultural backgrounds, will need specialised support, tailored to their unique needs. This means that student support services will need to be scaled up.

The new location in Limassol and the closeness of a R&D centre shows opportunities to make more work of the entrepreneurial and innovative character of LIU. The committee suggests to enlarge entrepreneurship education, especially for developing practical skills to develop a startup and connect this to accelerator services and incubator services (in the R&D centre). Furthermore, a systematic connection with the entrepreneurial ecosystem in Limassol and wider Cyprus should be (further) developed.

Please select what is appropriate for each of the following sub-areas:

Sub-Area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and Quality Assurance Strategy

2.2 Ensuring quality for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality Indicators/Criteria		
2. Quality Assurance		
2.1 System and Quality Assurance Strategy		1 - 5
2.1.1	The Institution has a policy for quality assurance that is made public and forms part of its strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	4
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:	
	2.1.4.1 The teaching and learning	5
	2.1.4.2 Research	3
	2.1.4.3 The connection with society	4
	2.1.4.4 Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5

2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	5
2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	5
2.1.8	Graduates receive documentation explaining the qualification gained.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Click to add text</p>		
2. Quality assurance		
2.2 Ensuring quality for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.	5
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	5

2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.		4
2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:		
	2.2.10.1	Building facilities	5
	2.2.10.2	Library	4
	2.2.10.3	Rooms for theoretical, practical and laboratory lessons	5
	2.2.10.4	Technological infrastructure	5
	2.2.10.5	Support structures for students with special needs and learning difficulties	5
	2.2.10.6	Academic Support	5
	2.2.10.7	Student Welfare Services	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to add text](#)

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The quality assurance system for LIU can at present firmly support existing practices in CIIM. In general the QAS is well developed for teaching practices. For research development it is still necessary to develop a robust QAS, including systematically monitoring all types and qualities of publication and knowledge sharing. It might be useful to check existing QAS at leading universities abroad.

The library of the CIIM subscribes to several online resources, which include online books, journals and articles where students have access twenty-four hours a day via the Internet. Moreover, CIIM's library provides access for the students to a limited number of printed books.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc

- A strong system of QAS is in place for the teaching programmes. The committee is confident that this will be applicable to the new programs under development.
- Management and support services are very motivated to create an environment where high quality academic work can be realised.

- Current building facilities are suitable for current programs. The plans and considerable investments for the new buildings in Limassol are very promising for enabling the growth of the institution and broadening its activities.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The committee has some concerns about the gender imbalance of the faculty. We urge CIIM to make efforts to improve this situation.

The committee would recommend that CIIM develops a monitoring system with regard to the students' professional destinations. Moreover, with regard to impact and connection with society of the wider and deeper research activities planned, the committee recommends developing a monitoring system early on.

We recommend that Knowledge Exchange activities are made an integral part of the culture of the institution.

The committee suggests that the library be developed, by providing a larger number of printed books to students.

Please select what is appropriate for each of the following sub-areas:

Sub-Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Ensuring quality for the programmes of study	Compliant

3. Administration (ESG 1.1)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
3.2	The members of the teaching and administrative staff and the students participate, to a satisfactory degree and on the basis specified procedures, in the management of the Institution.	5
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	5
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	5
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	5
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	5
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	5

3.8 The administrative structure is in line with the legislation in force and the Institution's declared mission.

5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to add text](#)

Findings

- *A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.*

The committee appreciates the thoroughness of the administrative structure to function as a university. Based on the interviews and documents we are confident that the academic autonomy in relation to the organisational, financial and legal boundaries will be organised well.

Strength

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- Extensive, well-documented organisational structure.
- A good understanding of the processes to change the institute into a university.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Organisational changes to realise the transition of the processes needs to be monitored, evaluated and improved over time to ensure proper organisational changes. We emphasise that It is of great importance that the number of staff is brought to the required number to serve the more extensive administration requirements of the larger LIU.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
3. Administration	Compliant

4. Learning and Teaching

(ESG 1.2, 1.3, 1.4, 1.9)

Sub-Areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	5
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to add text		
4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	5

4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	5
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Click to add text</p>		

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Based on the overview of the interviews and documents, we have the impression that the planning and organisation of the teaching programmes is executed in a clear way. Programmes and courses are assessed and evaluated in compliance with the levels of those programs.

Some courses have been taught for many years while others are still in the making. It was therefore not possible to evaluate properly the new teaching / programs that will be offered in the coming years.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- Teaching processes are mainly organised in relatively small groups and with intensive teaching practices.
- The contact between staff and students is very well organised.
- A good pastoral support system is in place.
- In line with EU practice, collaboration with strong partners is developing.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Research-oriented teaching for DBA and PhD programmes needs to be developed, based on international standards in the areas of the three departments.

LIU can build on existing practices of current well accredited teaching programmes. However, there needs to be an awareness that in the new programmes the balance between theory, practice and methodology

will be different due to the level and size of the programmes foreseen. The difference between bachelor up to PhD level is huge and staff requirements are different. We see an awareness for the DBA and PhD, but also for the bachelor education ample attention is necessary.

Please select what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality Indicators/Criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	4
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	5
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working full time and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	5
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to add text](#)

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

[Click to add text](#)

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Staffing is currently satisfactory, but it will be an issue with the development of the new Bachelors, Masters and PhD/DBA programmes. However, the committee is pleased to see that the institution is committed to appointing more teaching and administrative staff to deal with the increase in student numbers.

Current staff is well-qualified with PhDs from reputable institutions world-wide. The balance between full-time staff and visiting staff is adequate.

Students' academic needs are looked after well by dedicated staff.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- The faculty is highly motivated and there is a clear sense of collegiality in the institution. The competencies of the teaching faculty are well used in the different programmes. A subset of the faculty shows a good balance in research and teaching activities, which will be important in the new future setup.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

We reiterate that It is of great importance that the number of staff is brought to the required number before starting new programmes. The committee has noted good first results of hiring, but more staff is necessary for the new programmes. Furthermore, new staff with a high quality research profile are necessary for the development and execution of the DBA and PhD programmes, as envisioned in the strategy. The development of these programmes needs attention (see 6).

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Compliant

6. Research

(ESG 1.1, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Institution has a research policy formulated in line with its mission.	3
6.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	4
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	4
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	4
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	3
6.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	4
6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	4

6.11

The programmes of study implement the Institution's recorded research policy.

4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

6.1 The policy on research is well developed but on a high abstraction level. The committee commends the choice to work in digitalization and sustainability. However, this is a high level choice and in the policy and strategy the specific development of research programmes still need ample attention.

6.6 Relative to the current situation as CIIM publication is satisfactory, but the committee likes to stress that relative to the situation as LIU there is a need for more publications in high impact journals, to show the relative quality in international comparison.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The committee was pleased to see the central role given to the Research Centre, though at present it is administratively understaffed. The existence of a strong Research Centre will be crucial in the development of the institution into a university.

Some nuclei of research are currently developing but they didn't organise yet into a research group which could accelerate and improve the quality of research at LIU.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- A strong and shared ambition to become a research-oriented university.
- The above is evidenced by the fact that staff receive generous allowances for conference visits and research support.
- The research funding budget of €150.000, growing to €366.000 after 5 years, is impressive.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The committee recommends a further elaboration of the research strategy into executable plans with the necessary funds and resources for these programmes. This will facilitate the effective search for new staff and topics for PhD/DBA students to research.

The committee would like to reiterate that the current choice for digitalisation and sustainability is potentially an interesting one. However, it seems that the topic of digitalisation is more strongly represented in current research than the sustainability topic. Also, the cross-border opportunities of digitalization and sustainability may have the potential to use the multi-disciplinary staff available and the yet-to-be-appointed staff.

We recommend that the Research Centre be adequately staffed so that new research proposals can be supported from initial development to submission.

We also recommend that an internal peer review committee is established that will discuss new proposals before they are submitted.

We recommend identifying nuclei of existing research and stimulating the further development of that research into research groups which, supported by the Research Centre, will be crucial in transforming the institute into a research-oriented university.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
6. Research	Partially compliant

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	5
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Institution's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to add text		

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The committee applauds the investment in CIIM to develop into LIU. The owner/investor makes ample resources available to develop a state-of-the-art facility, and to allow attracting new staff appropriate to the demands of a (applied) research university. The budgets seem sufficient for the goals set. However, the realisation of the plans to enlarge the staff needs continued attention. The committee observes that the

financial goals with regard to profit are ambitious, but it supports the management and owners in their statement that the profit will be reinvested into LIU during the first five years. Also, the management/owners showed a willingness to invest further funds, should that be necessary.

Strengths

A list of strengths, e.g., examples of good practices, achievements, innovative solutions etc.

- The planned investments to establish LIU empower CIIM to transform into a university.
- The proposed impressive new premises will become part of a prestigious estate.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

With regard to the market research to assess the risk and sustainability of the programmes the committee would like to support a further development of business intelligence, whereby attention for potential geographical target areas can be more selective and focused. Also prudent competitor analysis is required to compare with similar universities (smaller focused universities with a large business school component, for example the Nijenrode Business University in the Netherlands).

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
7. Resources	Compliant

E. Conclusions and Final Remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the Institution under review may be achieved.

The members of the committee were pleased to be asked to evaluate the proposed transition of CIIM from an institute to a university. We greatly appreciated the efforts of the staff, both academic and administrative, in preparing the required documentation, which was of high quality, and discussing it with us during the visit.

The plans are ambitious and well-thought out. However, the committee had some concerns with regard to whether CIIM's aim to become a world leading research institution can be achieved. During the interviews we noticed that this is a long-term ambition and the management of LIU is aware that this requires the development of a new research mindset and ample resources. In the plans for the first five years the resources seem to be available to develop, on the one hand, a team of qualified and motivated research and teaching staff and, on the other hand, the appropriate infrastructure to cater for the envisioned new programmes and expanded student body.

We would like to stress that the developmental steps needed to acquire university status will require an intense, and potentially long, process of change. We believe that this can be achieved, but it will be challenging, especially in the development of a research-oriented mindset and research capabilities, since no research groups have been established yet, and networking with research groups abroad is still underdeveloped.

The committee recommends developing the current strategy further, especially for research, to a next level of specificity. As mentioned above, we consider the research strategy viable. However, at present it is perhaps at too high a level of abstraction. We applaud the thematic choices, but recommend developing research streams in departmental research groups and in cross-departmental groups, catering for multidisciplinary research between business and more technology-oriented research.

The committee recommends the establishment of two Advisory Boards. The first would be composed of up to 5 members from the local and national community, which would advise LIU on its activities, especially as regards its knowledge exchange and teaching activities. The second Board would be a Research Board with a mixed national and international membership from reputable universities to help guide LIU's short-term and long-term research ambitions.

Postscript

Although this is completely outside the remit of the committee, so please feel free to ignore these observations, we had some thoughts about the proposed name of the university. We discussed this point, checked on the internet which universities use the word international in the title, and feel this is in general a weak group of universities. Therefore, we feel that the addition of the word 'international' to the name perhaps suggests that the institution wants to try too hard to signal its ambition to attract international students in a context where established universities have no need to do so. A possible alternative would be

‘Limassol Business University’ . The first two names are perhaps not suitable might also be a good idea to have a ‘strapline’ added to the name. As an example, one of us works at ‘UCL, London’s Global University’.

Name		Signature
Prof.dr. A.J. Groen		
Prof.dr. W. Vanhaverbeke		
Prof.dr. B. Aarts		
Mrs. Ioustini Pilidi		
Mr. Frangos Prokopas		
Mr. Michail Michail		

Date: 12 May 2022

